



Mossbourne Community Academy

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Principal: Peter Hughes

Value for Money Statement

Academy trust name: Mossbourne Community Academy

Academy Trust Company Number: 4468267 (England & Wales)

Year ended 31 August 2013

I accept that as accounting officer of Mossbourne Community Academy Limited I am responsible and accountable for ensuring that the academy trust delivers good value in the use of public resources. I am aware of the guide to academy value for money statements published by the Education Funding Agency and understand that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

I set out below how I have ensured that the academy trust's use of its resources has provided good value for money during the academic year.

1. Raising the standard of educational achievement of all pupils.

The progress of Mossbourne Community Academy pupils is consistently outstanding and this is demonstrated by the high grades recorded in the 2012 GCSE results. The school is thus regarded as one of the country's leading academies within the vanguard of school improvement. Our students continue to make steady progress right through their educational journey once they arrive in the Academy from year 7. The exceptional results recorded over the years place the academy in the top 1% of schools nationally, and Ofsted in its latest inspection described the Academy as 'outstanding' and within that category, 'exceptional'. The Academy's tracking systems are designed to detect underperforming pupils and interventions that rapidly turn-around their attitude to learning and ultimately improve their attainment levels are put in place. Financial and non-financial resources are set aside to consistently provide flexible learning choices through the implementation of technology driven solutions to aid teaching and learning. These combined with high quality teachers, continuous training and professional development of staff and an excellent pastoral system consistently ensures that none of our pupils are denied the opportunity to attain at the highest levels.

GCSE and A2 Results Highlights:

- 91% of students achieved grades A*-C in Mathematics compared to the national average of 57.6%.
- 86% of students achieved grades A*-C in English Language compared to the national average of 63.6%.
- 100% of 82 students achieved grades A*-C in GCSE Biology. The average grade was grade A.
- 100% of 17 students achieved grade A*-C in GCSE Food Technology and 100% of 18 students achieved grade A*-C in GCSE Textiles. For most students this was their highest grade in any GCSE subject.
- 2013 A2 results were outstanding with 2 students awarded places at Oxford University to study Medicine, (Wadham College) and Philosophy Politics and Economics (St. Edmund's Hall), with another student achieving a place at Homerton College, Cambridge to read Law, and a third securing a place at UCL to read Medicine.
- In total 134 students progressed to university, 90 of whom achieved their first choice institution. 42 students will be studying at Russell Group universities. 14 students will be entering employment or training.

2. Consistently challenging and reviewing curriculum effectiveness through innovative approaches

The Academy features an extended and personalised curriculum that is varied to meet the needs of all learners. In order to sustain a trajectory of improvement across board, significant funding is invested in developing and training teachers. The academy places high emphasis on one to one and small group tutoring where appropriate to ensure that all pupils are accessing a broad balanced and coherent curriculum. Other innovative strategies deployed in challenging the effectiveness of the curriculum include the monitoring and feedback from data and active classroom evidence. Systematic lesson observations ensure that both the teacher and the pupils are interacting at levels that support optimum teaching and learning, particularly for vulnerable pupils. Over four hundred lesson observations are carried out by senior and middle leaders with 98% of lessons regarded good and outstanding.

In addition to this, the emphasis on differentiated teaching and resourcing is designed to ensure that every pupil is extended to the best of their abilities and that they overcome any barriers to learning. The Academy also has strong collaborative links with Teaching

Leaders and other Higher Educational Colleges and Universities in and around London which help to support development and capabilities of its middle leaders. These interventions ensure that the Academy remains a fore runner in providing a challenging curriculum that engages its pupils.

Other new initiatives designed to support the delivery of improved educational results include the launch of the academy's on-line performance management systems. The implementation of the performance management systems will facilitate the introduction of the pay progression linked to performance related pay effective from September 2013.

3. Governance and oversight of academy finances

The Academy Trust ensures its members and trustees have a full understanding of the governance arrangements and an effective committee structure is in place to facilitate the discharge of their responsibilities.

Oversight Functions

The Governing Body has appointed a Responsible Officer ('RO') to provide an internal audit function. As part of the RO's responsibilities, termly checks of the Academy's financial systems, ordering systems and schemes of delegation are carried out. The RO reports back to the Trustees on robustness of the systems of control, segregation of duties, maintenance of accurate financial records and systems for recognising managing and tracking opportunities and risks. These reports coupled with feedback from the respective committees ensure that Trustees have adequate oversight of the Academy's financial resources, probity in the use of its assets and ultimately its solvency.

Challenging Decision Making on Spending

The Governing Body through its Finance Committee reviews the Academy's Budget Performance report as presented to it by the School Business Director. The report includes an executive summary combined with an overview of key changes since the last report. It also features the Academy's income and expenditure report to date and a projected year-end position against budget, reconciled bank statements and trial balance. The report also brings to light any areas of significant over or underspend for which explanations are provided to the committee. The timeliness of this information is also critical to ensuring that governors can challenge the Academy's spending decisions effectively and offer strategic advice where relevant. Through these processes, the Governing Body are able to challenge the effectiveness of spending and ensure that the financial resources of the school are managed effectively.

4. Demonstrating good value for money

The focus of the Academy's finance team is on ensuring the propriety and regularity of all its financial transactions. The team adopts a proactive rather than reactive approach to budget management. At all times, efforts are directed towards obtaining the academy's requirements in the correct quality, quantity and at the best possible price. Also, the improved financial management systems in place at the Academy has meant that cost savings resulting from bulk purchasing, optimised employee costs, efficient management of premises and better negotiations for contracts are reinvested in enhancing teaching and learning at the academy.

- **Better purchasing systems**

Budget holders now have greater control over their budgets as they can electronically view budget allocations, spend to date, commitments and available balances. Support is available from the finance team on obtaining quotes in line with purchasing thresholds and also to facilitate negotiations with approved suppliers. On the whole, the Academy benefits from obtaining quality products at very competitive prices and excellent after sales services.

- **Benchmarking**

The Academy embraces a culture of challenge, compare and compete, which involves discussing and exchanging information with other Academies within the borough to ensure best value procurement wherever possible. Examples include joint negotiations with the local authority on traded services.

- **Economies of scale**

The Academy regularly utilise opportunities for bulk purchase and collaborates with other schools within its locality in purchasing ICT equipment's, providing catering solutions thereby helping to achieve cost effectiveness and value for money.


5. Maximising income generation

The Academy continues to explore every opportunity to generate income. One of the key sources of income is the renowned Leadership Training Day wherein participants are offered an opportunity to witness exceptional practice in the day to day running of an outstanding Academy. Aspiring senior leaders from other institutions learn and take with them high quality advice and ideas on implementing systems that deliver exceptional outcomes for all pupils. These incomes are by no means significant, but the proceeds are

beneficial, again for the purposes of further developing the standards of education delivery in the Academy.

6. Review of controls and risk management

The governing body continues to review and assess the major risks that the Academy is exposed to especially those relating to teaching, facilities, operations and financial control. Systems of control implemented are regularly reviewed for relevance and where appropriate, persistent risks are duly insured by the Academy's insurance policy cover.

Signed: 

Name: PETER JOHANNES

Academy Trust Accounting Officer

Date: 20/12/13